Federation for Child Study Bulletin

For the purpose of helping parents make their parenthood more intelligent, more efficient, and of the highest use to their children.

Vol. 1 OCTOBER, 1924. No. 7

Truth and Falsehood

Sidonie M. Gruenberg

CIVILIZED life, or, for that matter, any kind of community life, is possible only if people are "dependable"—that is, if truth is in them. So important is this that most adults, especially parents, are likely to be both grieved and shocked on the appearance of untruth in the speech or conduct of a child. In our eagerness to promote an understanding and love of truth and to block the way against lying, we often defeat our own purpose through misdirected zeal.

Knowledge and love of truth, both fundamental to adult truthfulness, are, after all, adult achievements, to be attained only after many years of experience and striving. It is therefore futile to expect of the young child an abstract conception of truth, even though we demand that he act in accordance with our adult standards.

While the child is learning to talk, and for some time thereafter, there is not sufficient development to distinguish between the creations of fancy, memories, dreams, on the one hand, and actual occurrences on the other. He is unable to differentiate the fleeting images aroused by his wishes from actual situations. Under these circumstances it is worse than useless to reprove the child for saying that he saw a flower fly off the bush like a butterfly, or that the cat spoke to him. He may have misinterpreted what he saw—or his wish may have been father to the thought. What he says is certainly not true, but he is not "lying", for everything he tells you has a proper place in his own mind and he is not concerned beyond that. Discrediting his inventions will not cure him of lying, since he has not realized his "lie"—but our ill-considered reproof may discourage his efforts at putting into words what does come into his mind, and destroy his confidence in our sympathy and understanding.

We cannot, of course, allow the child to go on forever confusing the imagined with the real. But we can help him bridge this period by showing him patiently that some thoughts do correspond to the tangible world outside, whereas others exist only within the mind. By playing with him in his make-believe games, we may gradually lead him to distinguish between one class of experience and the other.

Very often children invent excuses or justifications for their acts, or give reasons which we feel are not altogether genuine. In fact, the more numerous the reasons are which a child gives in urging the granting of his desires the more likely it is that his "real" reason is being withheld. A boy of nine told his mother that he was instructed by the teacher of his

The Federation for Child Study
cordially invites members and friends to the
ANNUAL MEETING *and* LUNCHEON
to be held on
WEDNESDAY, NOVEMBER 5TH
at the
Hotel McAlpin—New York City
at one o'clock

SPEAKERS

DR. OTIS W. CALDWELL
Director, Lincoln School of Teachers College
DR. ROBERT J. LEONARD
Dean of Education, Teachers College
DR. E. L. THORNDIKE,
Professor of Education, Teachers College
MRS. B. B. MUNFORD, *President Cooperative Education Association of Virginia*
MRS. LEWIS THOMPSON, *President Monmouth County Organization for Social Service*
Will outline opportunities for parent training through their respective organizations

The Meeting will be followed by
A TWO-DAY CONFERENCE
OF LEADERS AND REPRESENTATIVES
on
THURSDAY AND FRIDAY, NOVEMBER 6TH AND 7TH
at 242 West 76th Street

class to bring a gift of a book to a little girl classmate confined at home with a broken leg. It was comparatively easy to show the boy that his teacher had probably done no more than suggest such a possibility, but that, in his eagerness to take a book to the little girl and in his fear of possible opposition, he had allowed his desires to influence his statement.

We must show children all along the line that to be honest with one's self requires scrupulous investigation of one's own motives.

Another type of problem presents itself when the child has learned to get what he wants by word or act which an adult may classify as "untrue." The child who, after being put to bed, calls for water because in this way he gets his mother's company, is not conscious of the fact that he is lying. Malingering of various kinds and degrees has been observed in children of all ages, as well as in fully grown men and women. In such cases the child does not begin with a conscious desire to deceive, but simply uses the word or gesture which he has found effective. To the child it is not a question of truth or falsehood, or right or wrong; it is only a question of getting what he wants—and he learns that some methods work. Or it may be a question of avoiding something disagreeable—and again he learns that certain methods bring the desired result.

It is not always a seeking of some material satisfaction which induces the child to lie. Just to cause a sensation he may brag of having done something which he really did not do, or tell a story that will astonish or mystify. Does he not see other people draw attention, even admiration, by the telling of wonderful tales? Then what is more tempting than to tell a good one himself? Here again there is in the child's mind no question of truth or falsehood—there is only the wish to produce an effect. His creativeness is challenged and he does his best.

If we understand that at one time the child lies because he is too timid and too weak, whereas at another time he lies in order to show off, we will realize that we cannot deal with both kinds of "lies" in the same way.

We can encourage him to make up a story as a story, and have it receive due recognition on its merits; or we can help him find legitimate ways of expressing himself and of receiving the favorable attention which, at this period, the child really needs. Thus we may remove the temptation to improvise, and lead him to value both truthfulness and invention for their distinct purposes.

In addition to maintaining, in word and deed, our own standards of adherence to truth, we must help the child by reducing temptations and by teaching him to discriminate.

Among the most common lies of childhood are those designed to save one from punishment. It is only a rather stupid child who will not make the important discovery that some words or statements will bring disapproval or worse. Closely connected with the child's denial of guilt when he is accused of some wrong-doing is a very widespread but usually unconscious rule of telling lies to enemies and reserving the truth for friends. In dealing with the child therefore we must somehow make him feel that his parents or teachers are indeed his friends and that there is more to be gained if he deals with them truthfully and honestly than if he deceives them.

Certainly the lies that are prompted by fear of punishment will not be eradicated by more punishment or by giving the child more reason to fear. It is necessary to help him realize that lying is an unworthy and weak evasion; it is necessary to help him feel that it is in every way better and more satisfactory to face the consequences of wrong-doing. A challenge to self-respect will be more constructive than an appeal to fear.

Again and again we force children into speaking untruthfully by our approach to a situation or by our tone of voice. We all know how a child in school can be made to give the teacher an answer which is not exactly what the child thinks but rather what the child thinks the teacher wants to hear. In the same way, outside of school, we frighten the child or challenge him into making false statements when we might, with proper handling, have him speak confidingly and truthfully.

Then, too, there are times when a child will deliberately lie for what seems to him a noble purpose. When boys have gotten into mischief it often happens that one of them will lie to protect his companions. Many a child thus takes upon himself all manner of punishment rather than expose his friend. A sensitive girl will tell a "white lie" to save the feelings of a loved person. What she needs is not a sweeping condemnation of her departure from accuracy in statement, but

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Child Study Groups

Minutes of the Meeting of Chapter 37

Topic: Truth and Falsehood.
Sources: Adler: "Moral Instruction of Children"
Brill: "Fundamental Conceptions of Psycho-analysis
Sully: Studies of Childhood.

The salient points brought out by the papers presented were essentially these: that it is important to remember that the child's standards of truth differ from the adult's; that what is called "lying" is very general in childhood; that the lies of children differ greatly in kind and in degree; that parents must learn to analyze the source of the falsehood rather than merely treat the manifestation; and that sympathetic understanding in dealing with these early lies of children is vital to the development of right habits and right thinking.

Adler points out that it is not enough to emphasize the general commandment against lying. The general commandment leaves in the child's mind a multitude of doubts unsolved. What is needed is a rule of veracity which shall leave the general principle of truth-speaking unshaken, and shall yet cover all the exceptional cases.

We cannot formulate the rule of veracity: "Make thy words correspond to facts"—for this formula would set down as liars, for instance, all of the persons who, before the days of Copernicus, asserted that the sun revolved around the earth. Here was no intent to deviate from the fact, but merely ignorance of the truth. Again, there are cases when the obligation of truth-telling ceases: as in the telling of actual facts to people who are ill or suffering, whose reasoning faculty is impaired, or who will not make rational use of facts. The greatest care must be taken to be certain that the irrational condition which alone justifies the withholding of truth is so obvious that there can be no mistake about it. Exceptional cases must be faced and discussed. Confusion is largely due to a failure to distinguish between inward truthfulness and truthfulness as reflected in speech. The law of inward truthfulness tolerates no exceptions. "Intend to communicate the essential facts to those who are capable of making rational use of them," is a principle we can accept.

Brill holds that every piece of fabrication, whether simple or complex, presents essentially a condition that the person desires to see realized. Lying is one of the defense mechanisms that helps the individual out of difficulties. Children frequently show a tendency to fabricate, and this cannot be considered pathological. It denotes simply an undeveloped mentality—children have not yet assumed all the necessary ethical inhibitions and therefore follow their impulses. Whenever they find themselves in any difficulty they do not hesitate to get out of it through lying. While this is to be expected and regarded as more or less natural, children should and can be taught not to lie. We may train children to tell the truth without resorting to emotional outbursts, for it is certain that we can always accomplish much more with the child by entering into rapport with him—by gaining his confidence and love.

Sully stresses the necessity for discriminating between falsehoods of fancy and those of intent. Even in very early infancy children often use little ruses and dissimulations, which can hardly be called lies. When, for example, a child, wishing to keep a thing, hides it and pretends it is "gone", one would not name this action a lie, even though there is in it a germ of deception. Children have an early developed inclination to hide things, as well as to have secrets, and while their little ruses used to guard their secrets may seem unimportant in themselves this passion for keeping things secret may account for later and more serious falsehoods. In the older child the ability to imagine the non-existent so completely as to lose sight of the existent is responsible for many falsehoods which should not be classified as lies. A quick vivid fancy, a childish passion for acting a part, or a desire to astonish may often account for the falsehoods of early childhood—even when consciously or deliberately told. Faults of exaggeration often arise from this love of effect as well as from a bragging impulse—an attempt to appear big or important. The wish to please, and its frequent accompaniment, the fear to give offense, is a fertile source of childish prevarication. In this connection children are frequently challenged to falsify by the very form of question put by the adult, suggesting to the child's mind the answer which would be most satisfying, or avoid giving offense. Somewhat of this nature are lies told in self defense, to avoid punishment. The lie is told consciously with intent to deceive, but is prompted by the impulse to avoid unpleasantness.

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BULLETIN

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First National Conference of Leaders and Representatives

The two-day conference of leaders and representatives, which is to follow the annual meeting of the Federation for Child Study in New York City, has been planned in the hope of meeting two specific needs:

It will afford opportunity for representatives of many chapters to meet in discussion of common aims and purposes, and to take back, each to her own group, the inspiration of a clearer and wider vision of the scope and possibilities of the work. It is hoped that such a conference will serve to aid groups throughout the country in clarifying aims and ideals, and developing methods and technique for group organization.

The program is designed to present a broad general picture of the functioning of the Federation for Child Study, and of the special contribution it is making to parent education, in method of approach and point of view.

The following program will be considered:

Thursday

Morning Session:

The Function of Child Study Groups in Parent Education
Aims, Standards and Ideals
Organization

Luncheon Session:

Summer Play Schools
What the Play School Means in the Life of the Child
Educational Aspect
Cooperating Agencies
Mothers' Groups in the Play Schools
Motion Pictures of the Summer Play Schools

Afternoon Session:

The Function of Special Committees
Bibliography Committee
Committee on Research in Educational Literature
School Committee

At the close of Thursday's sessions there will be a tea and reception to conference delegates, at the home of Mrs. Howard S. Gans, President of the Federation for Child Study.

Friday

Morning Session:

Visiting Mothers' Group: An Outline of the Special Features of this Work.
Meeting of Chapter 77
(Mothers of Young Children)
Topic: Infancy and Early Childhood

Afternoon Session:

Meeting of Chapter 40
Topic: Sex Education

Friday's sessions will close with an informal meeting with Federation leaders for discussion of special features of child study work.

Observations in the Field

Stories suitable for this column, as well as comments upon them from our readers, will be appreciated.

James was six. He was beginning to attend school at some distance from home, which necessitated a rather early start. It seemed, the first day or two, as though he would never get away in time—it was so hard for him to finish all his breakfast. By the end of the week, however, the difficulty subsided and was forgotten. Mother was busy making the sandwiches for James to take with him, and nurse was dressing Baby while James ate his meal alone, peacefully and quickly. "Did you finish your breakfast, dear?" asked his mother as he left. "Yes, Mother, all of it," came the prompt answer, as the little fellow set forth.

On Saturday and Sunday, when breakfast was a bit more leisurely, the old trouble reappeared, for no apparent reason. "I can't finish all my cereal," or "I won't take a roll with my milk."

On Monday the laundress solved the mystery of the youngster's appetite. James had found a very simple solution to his problem. He had taken advantage of the preoccupation of the adults in the household to get rid of what he didn't care to eat; so in among the soiled table linen where he had daily thrown them were discovered various nicely buttered rolls, one, in fact, for each school day.

Undoubtedly James had deliberately lied, in words and intention, in order to avoid friction. Here was a problem that presented various aspects, which must be handled according to their relative importance. First, the routine must be modified so that similar opportunities for evasion would not again present themselves. Obviously, a six-year-old boy, whose eagerness to get away far exceeds his appetite, should have the encouragement of some companionship at the breakfast table. Second, the substitution of bread

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New Chapters Forming

Because of the increased number of new members who are eager to participate in study groups, three new chapters are being organized in New York City.

Mothers of young children are invited to join the new group which will study problems of infancy and early childhood—physical care, physical and mental habits, disciplinary problems, emotional factors. The group will meet as Chapter 97, on first and third Thursdays. The aim of this study group will be to reach a basic understanding of all the phases of development of the pre-school child.

Sex Education will be the topic of discussion of Chapter 96, meeting on second and fourth Thursdays. Members who have, through work in other chapters, gained insight into the broader general aspects of child study, will have the opportunity to acquire, through the study and discussions of this new group, an understanding of the meaning of sex in the life of the child, and thereby become better prepared for the instruction of their children in the matter of sex hygiene, standards and ideals.

The meetings of these two chapters will be held at 242 West 76th Street.

The third new chapter in process of formation will be a mothers' and fathers' group, holding its meetings in the evening to make it possible for both parents to attend. This group will meet in Brooklyn and will discuss general child study topics.

Registration for any of these groups may be made through the office of the Federation for Child Study.

Observations in the Field

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or a soft bun for the bothersome crisp roll would be an aid. Now there was still the need for dealing directly with James. Should the parent ignore the whole incident, feeling fairly certain that it would not recur? By ignoring, she might seem to condone; by generalizing about truth and faith she would surely speak a language that James would not understand. Her best plan would be to make clear to him that his whole procedure was silly and useless; that difficulties are far better met by coming frankly for help than by surreptitious means of seeking to avoid a troublesome issue.

M. M. M.

"FCS" Broadcasting

Under the auspices of the Lecture Bureau of the Federation for Child Study, a series of ten radio talks were broadcasted during the past summer from station WEAF, New York City. Mrs. Howard Gans, President of the Federation, opened the series with an address on the general need for child study as a prime requisite in the education of parents. This general talk was followed at intervals by other speakers who discussed more specific phases of child study: Discipline of Infancy, Obedience, Punishment, Truth and Falsehood, Fear, Value of Allowances, Play, Habit Formation, Toys for Children.

The large and varied response to these talks, evidenced by requests for Bulletins and other literature, for help in meeting specific problems concerning the listeners' own children, and for information concerning the work of the Federation for Child Study, was proof that a real need is being met in the broadcasting of these child study suggestions.

From far and near, covering the wide radius of station WEAF, these letters have reached us; grandmothers have written requests for literature to be sent to their young married daughters, fathers have written of their vital interest in the problems, prospective mothers have appealed for aid in anticipated problems, and one little boy who listened in has asked for help in a home adjustment problem of his own. Mothers whose household duties and small children preclude their attendance at lectures, as well as others living in small towns far removed from centers where such lectures are available, found to their delight that the help they had long been seeking was brought to them miraculously through the air, by the agency of station WEAF and the Federation for Child Study. The following letters are only a few of the many evidences of their appreciation:

"I listened to your talk this morning and was very much interested in it, particularly as I have a boy eight years old, and find that he will lie to me, but also find that it is because I have done, in the past, the very thing you have told the radio listeners *not* to do. I have asked, 'Did you do this?' in a terrible voice, and when I would soften to him I would get the truth. You have pointed out to me first, the reason he lied to me, and then the reason I afterwards got the truth from him. I hope I will have the will power and ability after this to follow your good advice."

"I listened to your talk with great interest. I am a father and would like to be taught everything about raising children. Talks on the bringing up of children should be on the programs oftener and should be of great interest to the public."

"As I am a teacher of little children I was much interested in your talk on Truth and Falsehood given over the radio."

Truth and Falsehood

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help and guidance in acquiring judgment of relative values.

It is on the approach to adolescence that children most commonly resort to the two kinds of lies just described, and also to prevarication, or the scrupulous qualification of statements so that they will be literally true, yet leave enough unsaid to produce the effect of an untruth. Such practices indicate that the child has already learned to recognize truth and its importance in life, but has not yet learned fundamental principles of honesty. His "conscience" makes him choose between a higher and a lesser "right," when he lies to shield another; it makes his pick his words carefully when he tells a half truth, for he would much prefer to avoid lying. The great help he needs now is that which will make him realize that it is better to face out a disagreeable situation than to run away from it; that honesty is indeed a sound policy (although we may revolt at identifying moral values with considerations of advantage suggested by "policy").

In general, then, if we watch the child from the earliest days, we find that the idea of truth is something which is acquired very slowly and gradually, from a variety of experiences with the concrete world and with the processes that go on in consciousness.

All who have to do with children realize that truthfulness is attained but slowly. We must not condemn the child for every false statement he makes, but rather use each occasion as an opportunity for enlarging his understanding and increasing his appreciation of truth. Here, as in so many other kinds of situations, we should condemn the wrong, not the child; for a large factor in his moral development is the confidence which we make him feel in his own ability to do what is right, to overcome temptations, to outgrow childish faults. We must look for the causes instead of stressing results, and we often find that we can remove the temptations to resort to falsehood. Frankly recognizing the difficulties and obstacles to be met, and expecting no miracle of sudden reformation or conversion, we must set the ideal of truthfulness before the child and before ourselves as something toward which to strive; then we may hope to be of help as counsellors and guides.

Child Study Groups

(*Continued from page 3*)

In the discussion which followed concerning the surreptitious taking of forbidden food, it was said that the taking of food was not in itself as dangerous as the possibility of allowing the child to develop the lying habit in connection with it. Reducing prohibitive rules to a minimum, and removing the tempting food from sight or reach of the young child will reduce the provocation to this kind of lying. Along with this purely proper conditioning must go a training in standards and ideals of truthfulness which shall fortify the growing child to meet the many situations with which he will inevitably be confronted.

A challenging tone or manner frequently brings forth a defensive lie from the child. The kindergarten teacher who demanded of a five-year-old "Have you some clay in your pocket"—when she had just seen him put it there—naturally was met by a sullen denial. "Please give me that clay you have in your pocket" would not have placed upon the child the burden of proof or denial. A sympathetic attitude would more readily bring a truthful admission than would fear of punishment or ridicule. Here too, the teacher lost the opportunity to place her emphasis on the real issue involved—the theft of the clay—and instead confused the issue by adding to it a question of veracity.

The question of children's exaggerations was discussed. One child has greatly embarrassed her parents and antagonized neighbors' children by boasting of the great amount of money her father has, of the beautiful and expensive dresses her mother frequently buys, etc. This might arise from nothing more serious than the child's desire to appear big and important in the eyes of her playmates—to compensate, perhaps, for a feeling of inferiority in games or other relationships. It would be possible to overcome it by showing the child how foolish, useless and unsuccessful such fabrications are. It is well, too, for parents to provide in such a case situations and opportunities for the child to excel in some sort of competition with her fellows—to shine honestly and by her own efforts.

In connection with the question of the heroic lie—to shield another—reference was made to an illustrative case printed several years ago in a periodical: A snowball, deliberately thrown, broke a window of the school building. A classmate of the thrower witnessed the occurrence. Next day the teacher demanded of each boy singly and privately, "Do you know who broke the window?" and then "Who broke the window?" Should the boy's companion have told? And should the teacher have asked these questions? In the discussion several expressed the view that the boy's sense of honor in shielding another's secret was praiseworthy and his untruthfulness therefore justified. Others felt that the end did not justify the means—that his duty required truthtelling to competent authority. Some felt that the teacher should not have asked the question. It was suggested that the whole problem might have been approached from a more constructive angle since neither the name nor the guilt of the culprit, but rather the damage done to school property was the issue. The schoolmaster might have made of this a splendid lesson in responsibility, placing before his boys their group obligation for the repair of their building.

We must recognize that adolescent ideals of friendship do not reach the highest conceptions of friendship. With the more fundamental conception of truthfulness as a social obligation, there will come a shifting of emphasis from loyalty to a person to loyalty to the group as a whole—and the heroic type of untruthfulness will then disappear.

Book Reviews

The Health of the Run-About Child—William P. Lucas M.D. The Macmillan Company. $1.75.

A very simple and practical, but pleasantly written book, which should be of great use to the mother of the child from two to six. The author points out that these years between babyhood and the school age have hitherto been somewhat neglected by those interested in children, and hence many mothers and nurses have no clear and proper expectation of the normal development of that period. It is this lack which the book endeavors to supply, and succeeds in doing very well. It deals with growth, development, hygiene and diet of the child through each one of the years under consideration, indicating possible abnormalities and diseases, and noting where a doctor's help is needed. The author also devotes a chapter each to play, character training, and what he calls "mental snags." The book is written from the standpoint of the physician, but of one who has an obviously real and vital sympathy for children, and regards character building as equally important with physical health. The author's views on such training seem to occupy a middle path between the old and the extremely modern schools of thought.

E. M. O.

Law and Freedom in the School—George A. Coe. University of Chicago Press. $1.75.

This book is of a kind sorely needed both in homes and schools. The presses teem with publications on psychology, biology, and the technique of project-methods; and the chief thought seems to be only how effectively the child can be adjusted to its present environment. Rarely are such questions raised as whether the environment itself should be changed and how the plasticity of the children permits us to train them to be creators of a better society than today's. It is matters such as these that Dr. Coe lifts into their deserved prominence.

Of our various methodologies, he says, "There is nothing here than can reasonably be expected to prevent the pupils from being sucked into the vortex of our customary faults. . . . We transmit the rooted evils as well as the rooted excellences of our social order." He is quite at home in the principles of the new technique. He does no slight service in discussing how this new technique should be applied to purposes of moral creativity. A single chapter-heading, "The Healthy School in a Sick Society," gives some hint of the challenge conveyed by this masterly treatise.

H. N.

Fitting the School to the Child—Elizabeth A. Irwin and Louis A. Marks. The Macmillan Co. $2.00.

This book gives a survey of a remarkable experiment worked out in one of the largest Public Schools in New York City—a school with a daily attendance of 3,000. Because of the well known obstacles in working out a progressive educational program in New York, due to excessive numbers, the experiment may well be called remarkable in its process. It consisted primarily in grading the children according to their individual mental and physical capacity.

Backed by the Board of Education in the experiment, the authors who conducted the school called on many outside agencies for advice and cooperation. Prof. Terman guided the scientific work of classification. The curriculum was greatly modified and enriched by expert teachers in art, music and nature study. Besides pediatrists, dentists and eye specialists were in close touch supervising health conditions.

In the editor's introduction he says in part, "The authors have made it more evident than it has perhaps ever been made heretofore that when pupils are dealt with according to their capacities and needs, rather than according to formulae established and applied without any regard to native differences in mental and physical constitution, the spirit and temper of the school as well as its pedagogical achievement will be greatly improved because teachers will be working with and not against nature."

One of the requisites of growth, the authors point out in their method of approach, comes from being regarded as a person with individual traits and affectionate relationships. The psychological test supplies the teacher with the tool for individual recognition. The visiting teacher who is now a recognized need in bridging school and home, supplements the above mentioned tool by presenting the family angle and wherever necessary the psychiatrist is called on to contribute his findings.

The teacher will find in this book many valuable suggestions and ideas practically illustrated and workable under conditions most difficult both as regards numbers and environment in school and home. The lay reader on the other hand will be stimulated and encouraged in that it proves the possibility of working out a constructive educational program under intelligent guidance, despite the obstacle of the large institution.

B. G.

Suggested Readings

From Current Periodicals

Law and Manners, by the Right Honorable Lord Moulton. Atlantic Monthly, July 1924.

Manners as law is described by the author as "obedience to the unenforceable, the obedience of a man to that which he cannot be forced to obey." It lies neither in the domain of Positive Law, nor in the domain of Free Choice but governs the action of the individual so as to make him the enforcer of the law upon himself including all things which a man should impose upon himself, "from duty to good taste."

Tuning in On the Melodies of Youth. Children's Vogue, August-Sept. 1924.

This article discusses ways and means of developing a high type of music appreciation in all children, recognizing the study of technique where the individual is so constituted.

Perils of Federalized Education, by James H. Ryan, Catholic University. Current History Magazine, September 1924.

Professor Ryan points out that education controlled by a Federal Department of Education would lead to uniformity and rigidity, to national courses and methods, thereby developing the stereotyped and machine-made citizen, besides discouraging and paralyzing local initiative which in itself is imperative to the growth of the city and state.

Children and the Movies, by Jason S. Joy, Executive Secretary, Commission on Public Relations. American City Magazine, September 1924.

A suggestive article on ways and means of meeting some of the problems concerning movies as children's entertainment.

An interesting announcement appears in Progressive Education August-September 1924, of a plan under way to establish a new college for women at Bennington, Vermont, equal in standards of Scholarship to the traditional college, but committed to progressive methods.

Books Received for Review

The Fighting Instinct. Pierre Bovet.
Dodd Mead & Co. $4.00.

The Normal Mind. Wm. H. Burnham.
D. Appleton & Co. $3.50.

Twenty Years of American Education. I. L. Kandel.
The Macmillan Co. $2.25.

The Psychology of the Unadjusted School Child.
John J. B. Morgan.
The Macmillan Co. $2.00.

Social Aspects. Ernest Jones.
Williams and Norgate, London. 7/6.

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